

Online Learning Mode In The Post-Pandemic: EFL Learners' Views

Salsabil Rihadatul Aisyah^{a,1}; Moh. Hasbullah Isnaini^{a,2}; Pratnyawati Nuridi Suwarso^{a,3}

^a Brawijaya University, Malang, Indonesia

¹ salsabil.aisy22@gmail.com; ² hasbullah_hazee@ub.ac.id; ³ pratnyasuwarso@ub.ac.id

* Corresponding Author



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ABSTRACT

This study aimed to investigate the EFL's perception of implementing online learning in the post-pandemic and determine whether online learning suits EFL in post-pandemic situations. This research data were gained from 238 eighth-grade EFL students who experienced online learning in post-pandemic. This study utilized a cross-sectional survey design, employing a questionnaire as the primary data collection instrument to uncover information on the online implementation based on two aspects, Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). The instrument was adapted from Rahman (2020) which contained 16 statements with 4 Likert scales. The study revealed that the students responded positively on both aspects, PU and PEOU with the total percentage is 65% and 63% respectively. The positive responses indicated that online learning can be and preferably used as the alternative way of English learning in the post-pandemic situation. However, understanding the instructions and materials is challenging for the students to understand as 55% of students gave negative responses to the instructions and 75% of students chose negative responses to the materials. To provide and create successful learning, future researchers can further research on providing better instructions and understandable materials for the students.

KEYWORDS

Students' perception
EFL
Online Learning
Post pandemic

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1. Introduction

The emergence of the Covid-19 pandemic affected many different aspects of life, including education. The learning process faced a significant challenge as students and teachers were unable to convene in person due to the widespread transmission of the virus. Consequently, the realm of education is seeking alternative methods of learning that are conducive to the current pandemic situation, and online learning has emerged as an appropriate solution. The COVID-19 pandemic, a disease that spreads quickly, has had a significant influence on various establishments such as institutions of higher learning, public schools, and private schools globally. The outbreak of the pandemic has caused significant disruptions in education systems, resulting in an increased workload for faculty and staff members. In order to reduce the risk of contagion, many colleges, universities, and institutions have chosen to either remain closed or operate with limited resources, as noted by (Dhawan, 2020) and (Rapanta et al., 2020). The COVID-19 pandemic has led to a surge of online learning applications, prompting numerous investigations into student attitudes towards this method of learning. For instance, (Tan et al., 2010) have conducted research in this area. Adults and postsecondary education now have greater access to learning opportunities due to the advent of online education. Numerous studies have provided evidence for the effectiveness of online education. (Bhagat et al., 2016). According to Anderson (2008), Online learning can enhance the crucial aspect of educational connection by providing a wide range of styles and forms.

In accordance with the joint decree issued by the Ministry of Education, Culture, Research, and Technology in 2022, the Indonesian government is advocating for the adoption of face-to-face learning as a means of reinstating educational practices. In the present era, following the pandemic, educational institutions are gradually resuming Face-to-face learning via a hybrid approach known

as blended learning. According to (Singh, 2003), blended learning presents the potential to integrate multiple modes or facets of instruction and effectively utilize both asynchronous and synchronous tools to cater to the unique learning requirements and preferences of individual learners. The literature suggests that blended learning offers several benefits, including flexibility, convenience, and engagement in the learning environment. It discovered that blended learning improves learning and performance levels, ensures knowledge permanence, increases student motivation and interaction, and is cost-effective. Additionally, blended learning has been identified as a self-regulated approach and is adaptable to the time, location, and tempo of student learning. Furthermore, blended learning is student-centered and recognizes the needs and perspectives of different types of learners. These findings have been reported by (Carman, 2005)

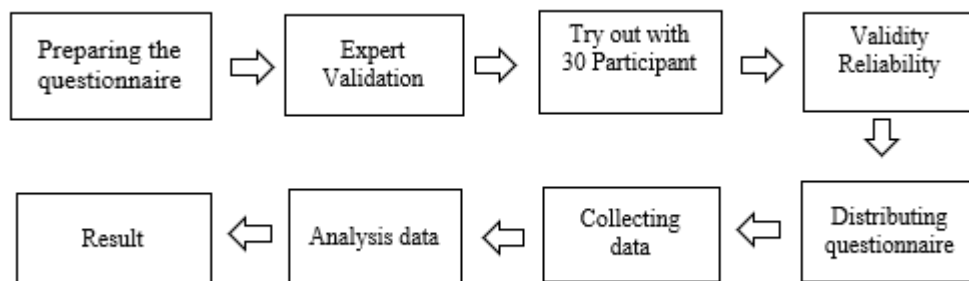
Regardless of the application of blended learning, the direct face-to-face method of learning might not be practical due to a multitude of factors, such as teacher obligations that require students to engage in online learning in the post-pandemic. The utilization of technology is a crucial component of online learning during the post-pandemic era. During the global pandemic, educational institutions increasingly utilized a variety of online platforms, including Google Classroom, Microsoft Teams, Zoom, YouTube, WhatsApp, and other similar applications, in order to facilitate remote learning, as reported by (Goertler & Gacs, 2020) and (Haerazi et al., 2020). Online learning is distinguished by two fundamental elements, explicitly learning and technology. Learning refers to the cognitive process of acquiring information and knowledge. According to (Aparicio et al., 2016), facilitating the learning process is essential. The multiple aspects of online learning success involve various factors, with student perception being a crucial component. According to (Smart & Cappel, 2006), students' motivation to perform well is positively correlated with their perception of online learning as advantageous to their learning. Extensive research has been conducted on the perceptions of students regarding online learning or e-learning in various educational levels and contexts. The Technology Acceptance Model (TAM) can be employed as an effective way of measuring students' perceptions within the context of online learning. This study utilizes the Technology Acceptance Model (TAM) proposed by (Venkatesh & Davis, 2000) In order to evaluate the students' assessment of two significant constructs. These constructs are Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

In previous research conducted by (Rahman, 2020), a mixed-method design was employed to investigate the use of online education during the pandemic. The analysis of quantitative data indicated that students generally held the perception that online learning is an acceptable option for facilitating flexible time management in their learning process. Furthermore, students believed that online learning encourages their independence while also enhancing their confidence in learning materials. Even so, they frequently faced challenges while utilizing the technology, particularly with regard to internet connectivity. During the instructional period, students tend to maintain a mostly positive outlook (Anwar & Wahid, 2021). The results of this study indicate that students have a positive disposition toward their general online learning experience. The adoption of remote learning modalities in response to the global pandemic is widely regarded as a cost-effective and effective option for acquiring understanding. The majority of students expressed dissatisfaction with their internet connectivity, which impacts their academic performance negatively.

A study conducted by (Djida et al., 2021) examined the preparedness for implementing online learning in the post-pandemic era. Initially, resources are abundant, specifically electronic gadgets (e.g., laptops, smartphones, and other related devices), educational materials, power supplies, and access to the internet. Secondly, the absence of prior experience, expertise, and proficiency in utilizing digital learning platforms, challenges in locating and furnishing educational materials, intricacies in administering online education, and obstacles in devising evaluation mechanisms In order to carry out virtual assessments. Thirdly, the challenge of effectively managing time during the period of remote learning. According to previous studies, the purpose of this research is to investigate the continued viability of online learning as a pedagogical strategy for English as a Foreign Language (EFL) learners in the post-pandemic.

2. Method

This study employed a cross-sectional survey design, which collected data about the perception of the application of online learning in post-pandemic. The responses were gained from a questionnaire that was adopted from (Rahman, 2020). Research procedures can be viewed through the following table.



The participants for this study were eighth graders of junior high school who had experienced online learning in the post-pandemic. There were 336 students in total from 10 classes. However, out of a total of 336 eighth-grade students, only 238 students collected the answers to the questionnaire that was distributed consisting of 108 male students and 130 female students aged 13-14 years.

The instrument in this study has two aspects, Perceived Usefulness and Perceived Ease of Use, adapted from Rahman (2020). This questionnaire consists of 16 statements that measure student perceptions when experiencing online learning in the post-pandemic. From this study, the instrument was modified by removing 1 of the 3 variables in the previous study, namely Perceived Instructor Characteristic (PIC). The utilization of this particular instrument was deemed unsuitable for implementation on students at the junior high school level due to the fact that it would require them to evaluate a subject matter as superior to their position. This questionnaire used a four-point Likert scale to select responses: strongly disagree, disagree, concur, and strongly agree because Researchers can offer four extreme possibilities on a 4-Likert scale without having to make a neutral answer.

In this study, validity and reliability tests have been carried out with the results of 16 precise and reliable statements. Validity test In determining whether or not an item is suitable for use; usually a correlation coefficient significance test is carried out at the 0.05 significance level, meaning that if the Significance value is <0.05 , then the question item is valid. The results of the validity test in this study were declared valid because the results showed that the Significance value of the statement in this study <0.05 . The reliability test is carried out by looking at the Cronbach Alpha coefficient. It tests the reliability of the instrument using the Cronbach Alpha formula because this research instrument is in the form of a questionnaire and a multilevel scale. If the alpha value is > 0.7 , it means sufficient reliability, while if the alpha is $0.50 - 0.70$, the reliability is moderate. In this study, the statement is declared Reliable because it has a coefficient on Conbrach Alpha of 0.748 for the first variable (X1) and 0.682 for the second variable (X2), which can be seen in the following table.

	Cronbach's Alpha	N of items
X1	0,748	9
X2	0,682	8

The collected data has been analyzed and reviewed, leading to the calculation of conclusions based on the results obtained. The data collected from the Students' Perception of Learning English Courses in Online Learning Questionnaire during the post-pandemic period has been analyzed. The average values were calculated through simple calculations using Microsoft Excel to find out the

percentages. Then, the percentage results obtained after the calculation will be interpreted based on quantitative data into a particular perspective regarding students' perceptions of online learning in the post-pandemic.

3. Results and Discussion

3.1. Results

Students' Perception of the Usefulness of Online Learning in Post-Pandemic

The first aspect examined in this research is Students' Perception of the Usefulness of Online Learning in Post-Pandemic. This section contains nine questions with four possible response options: Strongly Disagree, Disagree, Agree, and Strongly Agree. This section presents and provides explanations for the highlighted and unique findings. The results of student responses are shown in Table 1 below.

Table 1. Students' Perception of the Usefulness of Online Learning in Post-Pandemic

No	Statement	SD	D	A	SA
1	Overall, I think Online learning is useful during a Post-Pandemic	6 (3%)	33 (14%)	138 (58%)	61 (26%)
2	Online Learning increased my motivation to study during Post-Pandemic	15 (6%)	87 (37%)	99 (42%)	37 (16%)
3	Online Learning improves my understanding of the subject	27 (11%)	135 (57%)	61 (26%)	15 (6%)
4	Online learning increases my confidence in expressing ideas and opinions	11 (5%)	102 (43%)	91 (38%)	34 (14%)
5	Online Learning helps improve my Information and Communication Technology literacy	3 (1%)	21 (9%)	137 (58%)	77 (32%)
6	Online Learning provides me with a variety of special materials and references	10 (4%)	55 (23%)	152 (64%)	21 (9%)
7	Online Learning helps me to become an independent learner	6 (3%)	62 (26%)	105 (44%)	27 (11%)
8	Online Learning facilitates the process of interaction with my classmates and the teacher	18 (8%)	88 (37%)	105 (44%)	27 (11%)
9	Online Learning gives me more time to study	7 (3%)	69 (29%)	113 (47%)	49 (21%)
AVERAGE		5%	31%	48%	17%

Table 1 indicates that student perceptions of the use of online learning in post-pandemic achieve positive results. In particular, the average agreement percentage of 65% is calculated from an average of 48% agreement and 17% strong agreement. Overall, a majority of 84% of students show the view that online learning is still useful in the post-pandemic. However, it is essential to point out that a minority of 17% of students express a negative perspective towards this statement.

According to the data presented in the table, 90% of students agree that online learning can assist in enhancing information and communication technology literacy. Implementing online learning, which requires an internet connection and a device, will improve students' knowledge of information and communication technologies. However, a minority of students, around 10%, disagree, stating that their knowledge in the field of information and communication technology has not increased significantly.

The idea that online learning can provide students with a variety of materials and references is supported by 73% of students who agree with this statement. The utilization of the internet in online learning is likely to facilitate students in obtaining learning materials and references with more convenience. In contrast, 27% of students expressed disagreement with this statement.

One recognized finding is that 55% of students agree that online learning can help students become independent learners. This assumption can be made due to the fact that online learning provides students with the flexibility to acquire knowledge from any location and at any given time. However, a significant number of 29% disagree on this matter, as they argue that they cannot function as independent learners and continue depending on direct assistance from teachers.

In addition to the positive outcomes, a significant negative aspect results as a considerable number of 162 students disagree with the idea that online learning could improve their understanding of the subject matter. According to recent findings, a significant proportion of students, specifically up to 68%, encounter difficulties understanding the instructional material presented during online learning sessions. Online learning has not been able to effectively fulfill a crucial aspect of pedagogy, which is to facilitate students' understanding of the subject.

Students' Perception of the Online Learning Ease of Use

The second aspect of this research is Students' Perception of the Online Learning Ease of Use. This section contains seven questions with four possible response options: Strongly Disagree, Disagree, Agree, and Strongly Agree. This section presents and provides explanations for the highlighted and unique findings. The results of student responses are shown in Table 2 below.

Table 2. Students' Perception of the Online Learning Ease of Use

No	Statement	SD	D	A	SA
1	I have a technology device (Gadget, Wifi, Internet access) to use with Online Learning	2 (1%)	9 (4%)	108 (45%)	119 (50%)
2	I know how to use technology for online learning	2 (1%)	13 (5%)	142 (60%)	81 (34%)
3	I have no problem with the internet connection	17 (7%)	86 (36%)	93 (39%)	41 (17%)
4	I have plenty of time to engage in Online learning	7 (3%)	55 (23%)	136 (57%)	40 (17%)
5	Instructions when learning online are easy to understand	22 (9%)	110 (46%)	89 (37%)	17 (7%)
6	The material provided online is easy to understand	37 (16%)	139 (58%)	56 (24%)	6 (3%)
7	I have no problems when taking online learning in post-pandemic	20 (8%)	87 (37%)	101 (42%)	30 (13%)
AVERAGE		6%	30%	43%	20%

Table 2 presents the findings of students' average level of agreement on the ease of online learning during the pandemic remains positive. It can be seen from 63% of students agreeing. However, around 36% of the average number of students need help adapting to post-pandemic online learning.

A total of 227 students stated having technological resources, including devices such as gadgets and access to Wi-Fi, which they utilize to facilitate the implementation of online learning in post-pandemic. This finding shows significant agreement among students, with a significant percentage of up to 95%. However, a minority of students, around 5%, hold a disagreeing perspective due to their lack of access to sufficient tools that would allow them to engage in online learning in the post-pandemic effectively.

According to the data, a significant number of students, precisely 94%, reported having devices and expressed confidence in their ability to effectively utilize these devices for the purpose of implementing online learning in post-pandemic. However, a minority of students, including 6% of the sample, express disagreement with this statement, citing a lack of proficiency in utilizing the device to implement online learning in post-pandemic effectively.

The fact that 53% of students report they have no problems with their internet connection shows how convenient online learning has become in the post-pandemic. According to the data, a significant majority of students, precisely 74%, hold the belief that they have plenty of time to participate in online learning in the post-pandemic actively.

Despite the numerous advantages relating to the adoption of online learning in the post-pandemic era. The findings of the study indicate that students' ability to enhance their understanding is restricted in the setting of online learning implementation. This phenomenon can be explained by the fact that a significant number, up to 55%, of students perceive the instructions provided in online learning environments to be difficult for them to understand. Understanding the learning materials provided during online learning can also be considered complex, according to findings by 74% of students.

Based on the findings, a significant number of students, up to 55%, reported that they had no difficulties in the implementation of online learning in the post-pandemic period. This is supported by the presence of certain facility-related factors that students require for the effective use of online learning, including access to devices, ability in their usage, reliable internet connectivity, and plenty of time for engagement. However, despite the ease offered by online learning, it has yet to be proven to enhance students' comprehension of the lessons. This can be associated with the presence of instructions that are not easy to understand and learning materials that are challenging to comprehend.

3.2. Discussion

The findings of the research investigating student perception of the implementation of online learning in the post-pandemic generated positive results. One of the significant aspects is the perception among students relating to the usefulness of online learning in the post-pandemic. The findings of this study are consistent with prior research, which has demonstrated a positive reception towards online learning. According to a study conducted by (Asiry, 2017), It was discovered that students view online learning positively despite its function as an addition to traditional face-to-face learning. Online education has grown in prominence as a result of its capacity to enable students to complete their coursework without physically attending traditional classroom settings, as stated by (Nortvig et al., 2018) and (Jones, 2019). According to the research conducted by (Ahamad & Masrom, 2018), (Mistar & Embi, 2016) and (Tan et al., 2010) indicated that online learning plays a crucial role and offers significant advantages. Previous research has yielded favorable findings regarding the efficacy and advantages of online learning, as stated by (Alsaaty et al., 2016) and (Park & Brown, 2016). Students acknowledged the positive response that online learning got in the post-pandemic era because students were able to improve their knowledge in the subject of Information Technology and Communication literacy and were able to use a variety of materials. Research that has been conducted on students has yielded results that online learning provides opportunities for students to use digital platforms to understand the subject matter (Hamid, 2020). this causes student literacy in technology to increase and makes lessons more engaging. The outcome of the usefulness of online learning is the development of student's ability to become

independent learners. Using various online learning platforms and instructional techniques allows students to learn independently and in groups. Additionally, online education encourages independent learning and minimizes students' dependency on teacher aid (Yeboah & Yuan, 2017).

Ease of use is another factor influencing students' perspectives on online learning. According to the findings of this study, students continue to perceive online learning as still easy to use in the post-pandemic. This is demonstrated by students possessing suitable devices to facilitate online learning. It has been recognized that online learning is inherently connected with the application of technology and the utilization of the Internet. This claim is supported by prior research investigations that claim computers as a mere conduit for furnishing computational capabilities and dispensing instructional content to individuals (Clark, 2001). According to (Carliner, 1999), The term "online learning" is used to describe the distribution of educational materials using the Internet and delivered via a computer interface. In the environment of post-pandemic education, the implementation of online learning has created a perception among students that they possess plenty of time and enjoy an increased amount of flexibility in engaging with online educational platforms. The claim that online learning enables individuals to overcome limitations of time and space is substantiated by (Robert, 2004).

Although there are positive results from students' perceptions of post-pandemic online learning, this study found that there are several decreases in the credibility of education in post-pandemic online learning. One of them is that the provided material is complex for students to comprehend despite the fact that providing the appropriate material is crucial for teaching and learning activities. According to (Rossett, 2002), online learning has significant prospective benefits, but it requires dedication and resources and must be executed correctly. Proper execution requires that online learning materials are designed with learners and learning in mind, and that sufficient support is provided. In addition, students believe that the instructions given during online learning could be more precise to comprehend, preventing them from readily absorbing what the teacher teaches. Learning quality is affected by instructional strategies, not technology (Kozman, 2012). Online instruction is defined by Relan and Gillani (1997) as an innovative technique for imparting instruction to a remote audience via the internet. However, online learning entails more than the presentation and distribution of content via the Internet; the learner and the learning process must be at the core of it. The learner and the learning process must be the focal point of online learning. The complexity of the learning materials and the need for more clarity in instructional guidance present challenges for student comprehension and prevent the potential for subject comprehension to progress through online learning.

The findings of this study indicate that online learning remains a viable option for English as a Foreign Language (EFL) learners in the post-pandemic era, owing to the usefulness and ease of use associated with its implementation. However, the findings of this study indicate that online learning has yet to demonstrate a significant improvement in students' comprehension, thus suggesting that it may not be an ideal substitute for traditional forms of education.

4. Conclusion

The findings of this study indicate that the application of online learning in the post-pandemic is still useful and easy to implement as a learning method. Although online learning in the post-pandemic period has yet to be able to provide students with a good understanding of the material and giving instructions in online learning is difficult to understand, students' perceptions of online learning in the post-pandemic period remain positive. Therefore, online learning can still be used to support student learning activities in this post-pandemic. The implementation of online learning in the post-pandemic has increased compared to the pandemic because the quality of students' internet connections is getting better, making it easier for students to access the internet and conduct online learning. Considering the results of this study, it is hoped that online learning can be redesigned and redeveloped to understand the material and provide instructions so that online learning can be used as a support for offline learning.

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